DOCUMENT RESUME

ED 296 605 FL 017 517

TITLE	Foreign Language/Intercultural Program. Your World and Mine (Sixth Grade). DS Manual 2650.6.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
PUB DATE	Apr 88
NOTE	31p.; For related documents, see FL 017 511-520.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Athletics; Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; Environmental Education; Experiential Learning; *Foreign Countries; Global Approach; Grade 6; Intermediate Grades; International Organizations; *International Relations; Language Role; Second Language Instruction; Tourism; World Affairs
IDENTIFIERS	*Dependents Schools

ABSTRACT

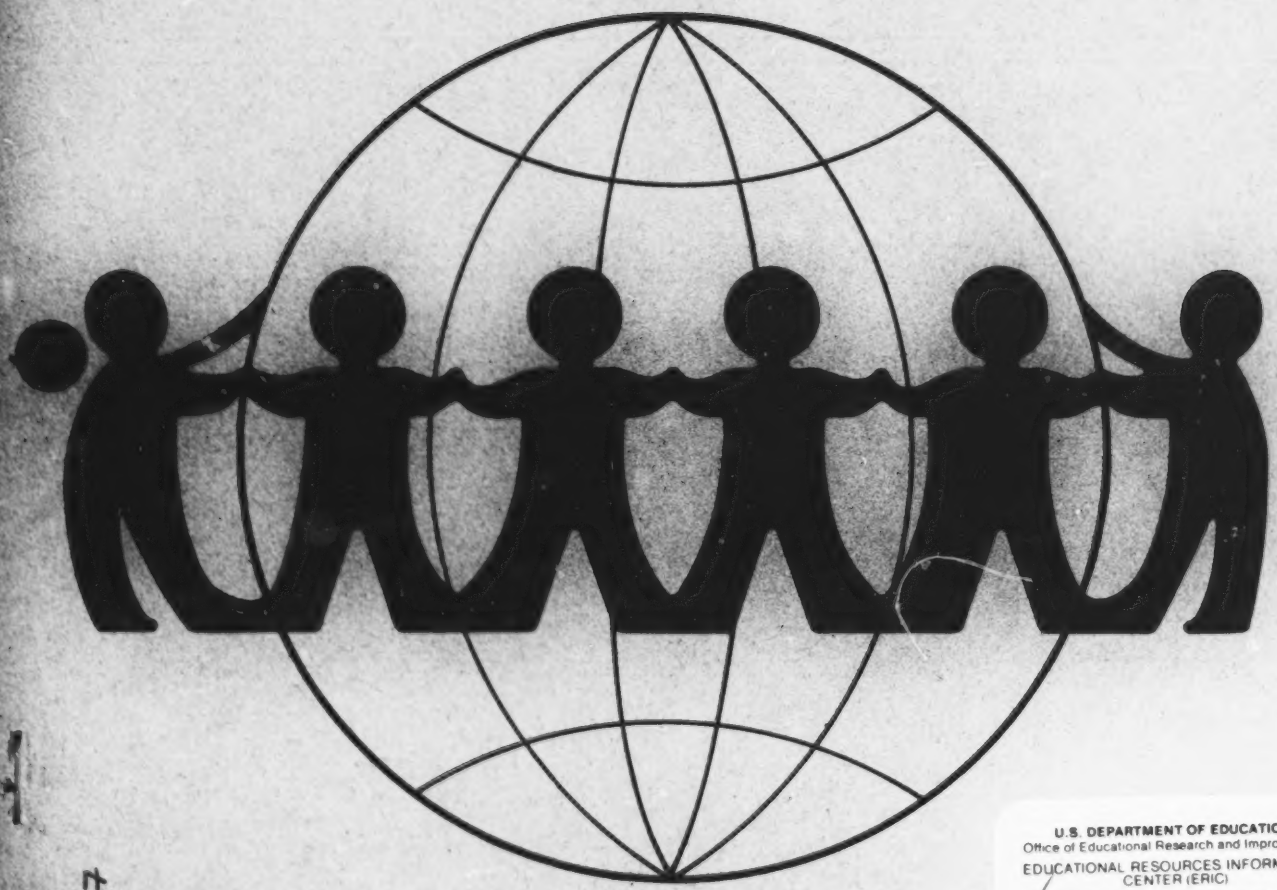
The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The sixth grade guide contains units on the relationship of the host nation to international organizations, contributions of the host nation to world culture, the host nation in the context of world history, the culture of the host nation's language in today's world, visiting interesting places in the host nation, host nation sports in regional and international competition, and host nation ecological problems in today's world. The guide is illustrated with student art. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DS Manual 2650.6
April 1988

ED296605

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

YOUR WORLD AND MINE
(Sixth Grade)

FL 017 517

PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

The following educators assisted in the development of the Foreign Language/Intercultural Guides, kindergarten through grade 8, for DoDDS:

Roberta A. Behringer
Seoul Elementary School
APO San Francisco 96301

Merlene Bennett
Sportfield Elementary School
APO New York 09165

Ingeborg Burck
DoDDS, Germany
APO New York 09633

Barbara L. Cairns
Curundu Elementary School
APO Miami 34002

Thomas Degner
Kitzingen Elementary School
APO New York 09031

Marcela Diaz
DoDDS, Panama
APO Miami 34002

Gladys U. Frazier
Diablo Elementary School
APO Miami 34002

Sara Hardardottir
A.T. Mahan (Iceland) Elementary School
FPO New York 09571

Renate Jenzer-Pfeiffer
Ansbach Elementary School
APO New York 09177

Marvin G. Kurtz
DoD Dependent Schools
2461 Eisenhower Avenue
Alexandria, VA 22331-1100

Cecelia S. Lerch
DoDDS, Atlantic
APO New York 09241

Marcella Martin
CSA, Italy
APO New York 09221

Jim McGrath
DoDDS, Pacific
FPO Seattle 98772

Marguerite Milke
DoDDS, Mediterranean
APO New York 09283

Rosanne Nielsen
Lakenheath Elementary School
APO New York 09179

Helge Petzold
Gelnhausen Elementary School
APO New York 09091

Ingrid Rosenow
Muenster Elementary School
APO New York 09078

DeAnna Kay Schweter
Lakenheath Elementary School
APO New York 09170

Setsuko Sueyoshi
Makiminato Elementary School
APO San Francisco 96240

Elizabeth Woodward
Bamberg Elementary School
APO New York 09139

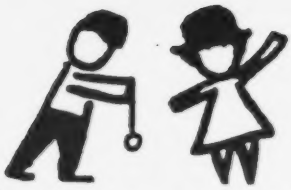
TOPICS	Page
Relationship of the Host Nation to International Organizations	1
Contributions of the Host Nation to the World Culture	3
The Host Nation in the Context of World History	5
The Culture of the Host Nation Language is Today's World	8
Visiting Interesting Places in the Host Nation	11
Host Nation Sports in Regional/International Competition	14
Host Nation Ecological Problems in Today's World	17

INTRODUCTION

The 6th grade Intercultural Program is based upon the study of the host nation and its relationship to the world. It includes the host nation's participation in international and regional organizations, contributions to world culture, place in world history, use of the host nation language in the world community, importance of tourism, international sports, the ecological problems, and the social interaction necessary for personal intercultural relationships.

The 6th grader is exposed to these topics through a series of suggested activities based upon people's needs to survive in an ever-changing world. At the same time the host nation teacher is free to develop other activities within the context of world relationships.

The recommended time for intercultural instruction for grade 6 is 90 minutes per week.



"The Beginning Of Adolescence"

The young adolescent enters 6th grade with most of the characteristics of a 5th grader, but a surprising change occurs between September and January. Although children develop at such different rates at this age most will find themselves becoming self-assertive, very talkative, impulsive and experiencing mood changes that are often disturbing to the child and adults alike. School is important only because of the social contacts, yet getting along with these friends is often a problem that carries over into the classroom disrupting the learning process.

The teacher of young adolescents must be patient, fair, and humorous. Teachers must demand respect and cooperation yet not be too strict; but above all have an understanding for the child, his changing moods, and the need to be free to grow socially while physical and mental development is taking place. An established routine is necessary as a deviation from the daily schedule is sometimes disturbing. Long term assignments can be handled, but progress must be closely monitored.

The young adolescent is competitive and enjoys playing games in such subjects as spelling, mathematics, and social studies. Current events are more popular than past history, and newspaper and magazines offer a challenge that most textbooks do not. Telling a story rather than writing one is much more exciting although the stories can drag on with unnecessary detail. Good stories of any kind can hold the child's interest with special enjoyment derived from hearing stories written or told by peers.

Although the child is very active, fatigue sets in rapidly due to the physical changes taking place within the body. Therefore, activities should be varied so as to compensate for the highs and lows of the physical as well as the mental processes. The teacher who understands that these changes are characteristic of adolescence, and that the child is not always in complete control of actions or reactions to specific situations, will find the 6th grader to be an enjoyable experience.

Jenkins, Gladys G., et.al., These Are Your Children (New York: Scott, Foresman and Company, 1953)

Every Student should

EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.

ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

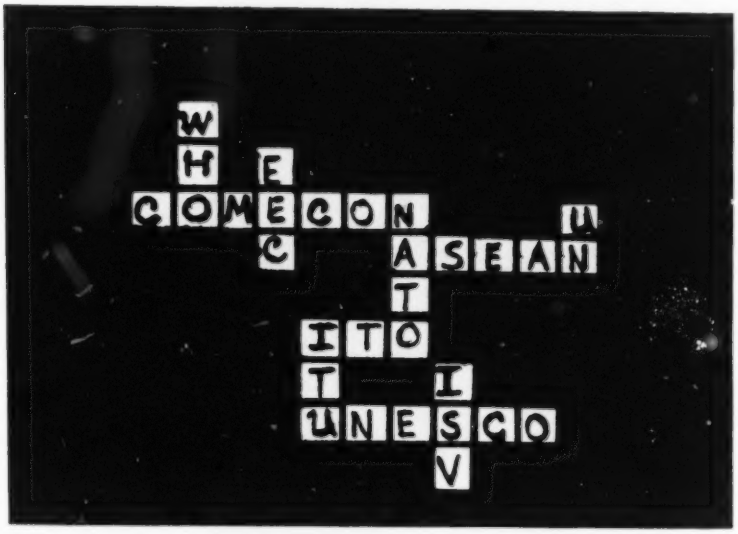
SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Relationship of the host nation to international organizations
   A. Identification of regional and/or international organizations
   B. Host nation language as a tool in the organizations

OBJECTIVES:

- Identify regional and/or international organizations of which the host nation is a member.
- Recognize some of the topics with which each organization deals.
- Describe the importance of being a member of regional or international organizations.
- Using the host nation language, name the most important organizations.
- Recognize the abbreviations used by the host nation media to designate international organizations.
- Read the names of countries associated with the host nation through international organizations.
- Listen to the National Anthem of some of the countries.



ACTIVITIES:

1. Discuss the goals and importance of organizations
   a. Names of organizations
   b. Basic function of each organization
   c. People involved in organizations

2. Role play a meeting of one of the organizations in which a topic of interest is discussed.

3. Student reporters interview members of the mock host nation delegation after a current topic of concern has been discussed. Topics might include:
   a. Sky-jacking
   b. Fishing zones
   c. Terrorism

4. Read and discuss the United Nations Declaration on the Rights of a Child (Global Issues, Johnson-Benegar).

5. Show photos/slides/films of actual organizations in session.

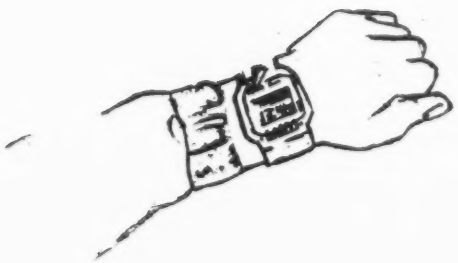
6. Listen to the National Anthem of some countries.

TOPICS:

II. Contributions of the host nation to the world culture
    A. Important host nation citizens
    B. Specific contributions

OBJECTIVES:

- Identify outstanding individuals of the host nation and their contributions to the world community.
- Describe specific host nation contributions.
- Share with others information regarding the special contributions of host nation people.
- Retell simple biographies in the host nation language.
- Write simple paragraphs in the host nation language.
- Read edited short stories in the host nation language.
- Listen to folktales about important host nation people.
- Illustrate contributions of the host nation culture to world civilization.
- Listen to musical selections from the host nation culture.



Wesley Hirata
Seoul American Elementary School
Korea

Kimberly Muse
Escuela de Diablo
Panama

ACTIVITIES:

1. Assemble a stamp collection in which important individuals of the host nation have been honored.

2. Discuss in class information about the lives of important people.

3. Research, in groups or individually, contributions of important people. The class should share information of research through:
   a. Oral reports
   b. Video presentations prepared by students
   c. Filmstrips prepared and presented by students
   d. Posters
   e. Plays: written, produced, and acted out by students
   f. Newspaper and magazine articles collected by students

4. Say, read, and write the names of the important people identified.

5. Make a small booklet with basic information about important people using short paragraphs in the host nation language.

6. Role play a memorized dialog about a given individual.

7. Listen to records and/or tapes with musical selections from the host nation.

TOPICS:

III. The host nation in the context of world history
    A. Relation to the present
    B. Relation to the past

OBJECTIVES:

- Describe facts about the host nation history and its relationship to the world community.
- Investigate interactions between the host nation and other nations or cultures in the past.
- Recognize artistic, musical, or literary contributions of the host nation past and present.
- Recite a short poem in the host nation language.
- Outline the important events in the host nation's history.
- Compare important host nation historical events in relation to world history.
- Use words and phrases in the host nation language.

ACTIVITIES:

Maria Louthan
George Dewey High School
Philippines

1. Take a trip into the host nation past in the "time machine." Set the machine for a certain period of time in the past. The period can be anywhere from 50 to 1,000 years ago. Any aspect can be selected as a discussion topic. Consider the following:
   a. What methods of transportation were used?
   b. What was the relationship of the host nation with other cultures/nations?
   c. What was the role of the military?
   d. What type of clothing did the people wear?
   e. What did their houses look like?
   f. What things did the people value most?
   g. What were the lasting influences of migration on today's culture?

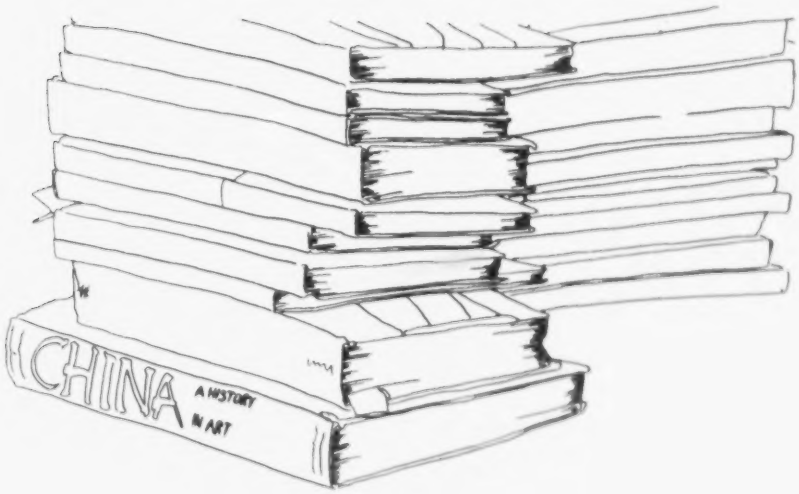
Alex Leaman
Lakenheath Elementary School
England

2. Prepare a brief outline of the history of the host nation and compare it with world events.

3. Take a study trip to a museum, an art and craft exhibition, a gallery, and a historical site.

4. Select forms of arts and crafts from the host nation past and discuss them in the context of present day artistic manifestations (architecture, painting, ceramics, music, etc.).

5. Develop a list of host nation vocabulary words and/or phrases necessary to function on a study trip to a host nation site.



Brian O'Connell
Seoul American High School
Korea

TOPICS:

IV. The culture of the host nation language in today's world
   A. Names of countries
   B. Influence of cultures
   C. Language and careers

OBJECTIVES:

- Identify the countries where the host nation language is spoken.
- List the names of the countries where the host nation language is spoken.
- Identify on a map the countries that speak the same language.
- Describe how cultures influence one another in a global society.
- Compare host nation and English proverbs.
- Copy proverbs in the host nation language.
- Memorize common proverbs in the host nation language.
- Recite stanzas from famous poems in the host nation language.
- Explain how knowledge of another language can be an asset to any occupation and/or career.
- Give examples of language barrier experiences.
- Give examples of expressions and words that facilitate communication in the host nation community.

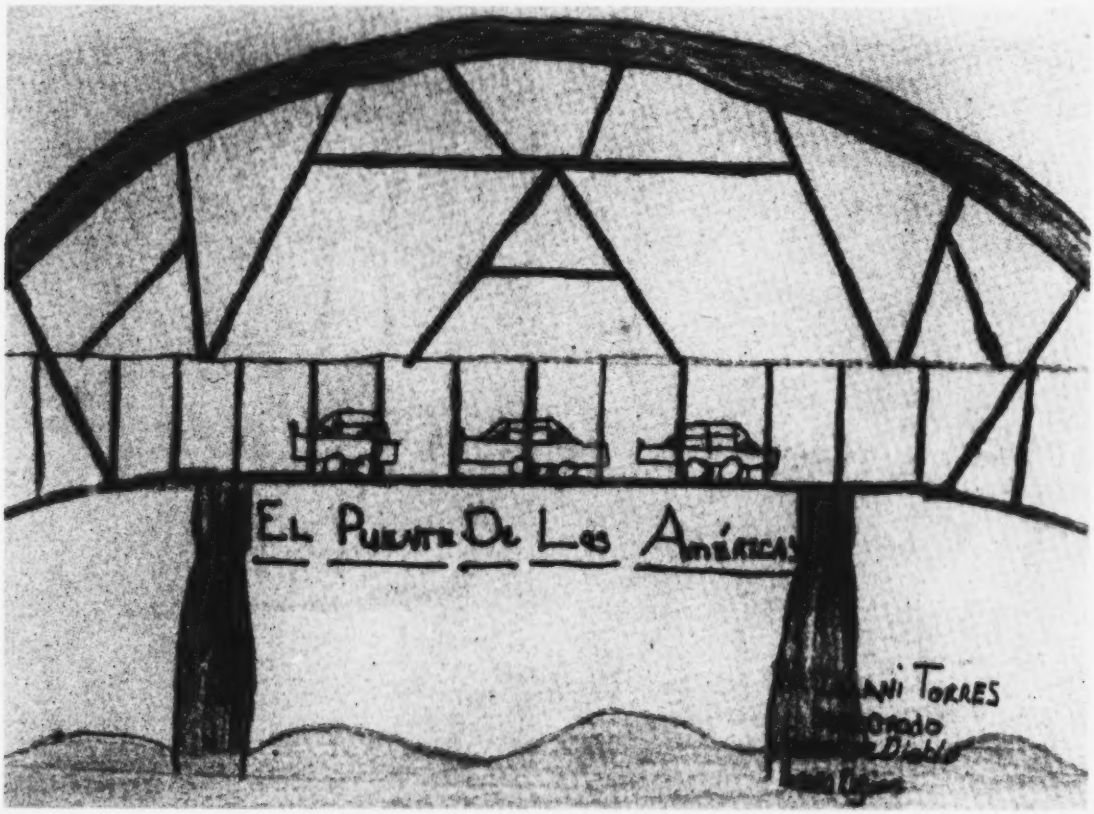
"When I can't get what I want into words,
I feel like opening up my head for the
thoughts to spill out, and letting other
people sort through them."

"Quotes"
Julie Troyer
Wagner Middle School
Philippines

ACTIVITIES:

1. On a world map locate the host nation. Locate on the map other countries where the same language is spoken. Copy the names of the countries. Practice reading and correct spelling in the host nation language.

2. Discuss how English has been influenced by other languages.



3. Select well known English proverbs and provide their equivalent form in the host nation language. Explain meaning of proverbs.

4. Select famous poems from host nation literature. Read and discuss their meanings.

5. Invite people from the community to explain how knowledge of another language has helped in their jobs.

6. Bring classified ads from local newspapers that show second language requirement for jobs.

7. Have students share their own experiences in communicating with people who do not speak English.

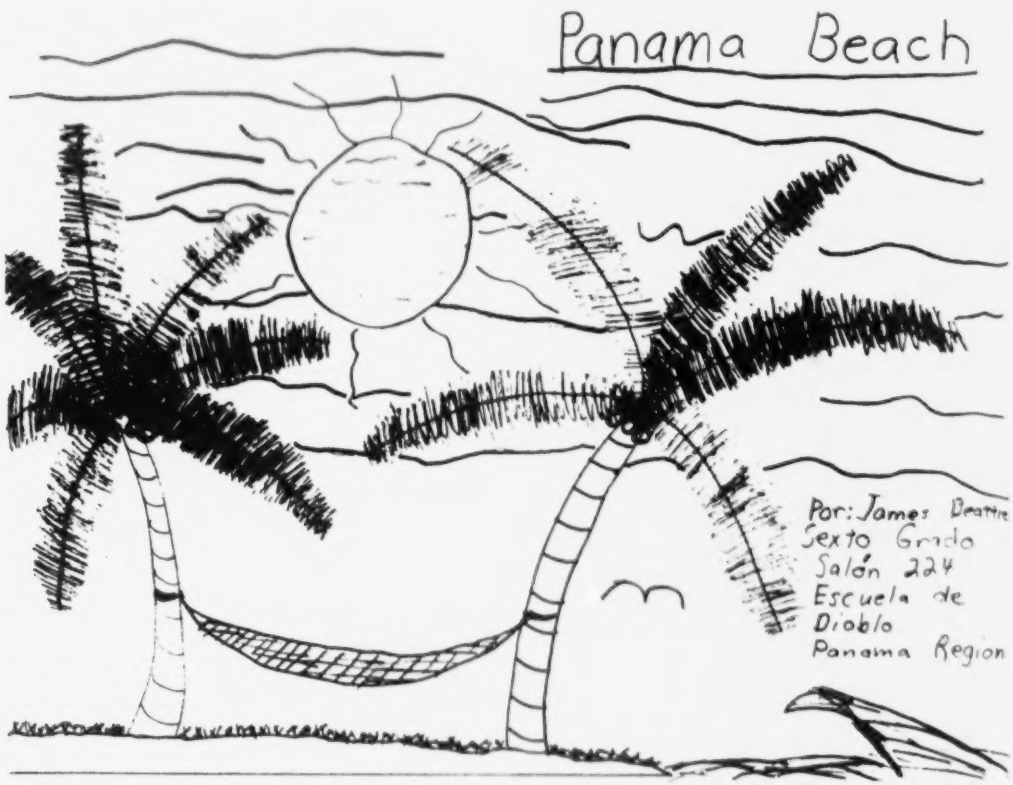
8. Have the class make a list of useful words and expressions to facilitate communication in the host nation community.

TOPICS:

V. Visiting interesting places in the host nation
   A. Tourist sites
   B. Advertisement for tourism

OBJECTIVES:

- Identify sites of touristic interest in the host nation.
- Describe interesting places in the host nation and what they have to offer to nationals and to people from other countries.
- Discuss ways in which interesting sites would be attractively presented to tourists.
- Use various art media to illustrate aspects of touristic interest.
- Outline information about host nation sites.
- Join in planning study trips to host nation sites.
- Identify characteristics that make a given site interesting to both nationals and foreigners.
- Describe strengths and limitations when using a second language.
- Write host nation words used in travel.
- Use the host nation language to accomplish a task.



ACTIVITIES:

1. Have the class pretend that they are working for a host nation travel agency. Their job is to gather information about interesting places to visit. The sites may be within the local community, the region, or the country.

a. The class can be divided into several groups with each concentrating on a specific host nation region. If studying only a local community the focus should be on specific recreational or cultural facilities.

b. After each group has completed investigations and assembled materials, they should plan an advertising campaign. The campaign may be presented in any media using simple host nation language.

c. One group might research what host nation vocabulary would be necessary for a person entering the production of travel posters. These words and simple sentences could become one basis of a bulletin board display and used in specific language lessons.

2. Have the class present a program to the parent organization describing places to visit in the surrounding area.

a. The students can gather information about interesting places to visit within a 20 - 100km radius of the local community.

b. Divide the class into groups with each concentrating on specific recreational and/or cultural facilities within the area.

c. After each group has completed its investigations and assembled materials, the students can plan the total program to be presented.

d. Suggestions for making the presentation:

(1) Draw an enlarged map of the area.

(2) Pinpoint those places of interest included in the program.

(3) Organize the presentation so that the following information is included:

(a) Directions for traveling

(b) Recommended modes of travel

(c) Travel time

(d) Points of interest

(e) Values derived from the visit

(f) Suggested/recommended purchases that are typical of the host nation in that area

(g) Where to dine - what food speciality should be a part of the experience

3. Plan for a study trip to a host nation site. This could be a 1-day trip or several days including overnights. As a class plans, they should decide:

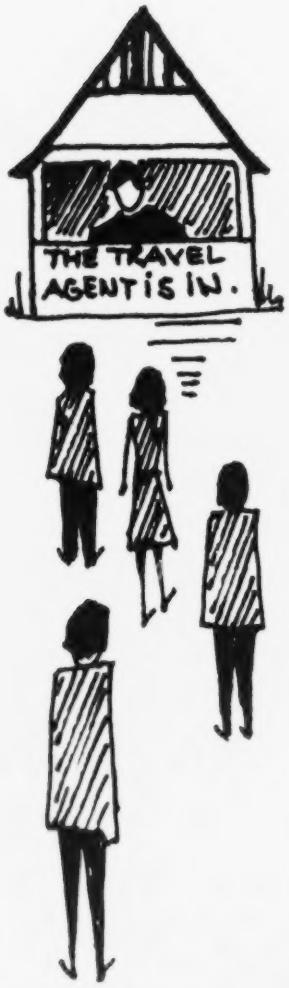
a. Where to go: advantages of the site

b. When to go: best time of the year to visit keeping in mind climate, weather, festivals, holidays, school vacations, etc.

c. Cost factors: length of stay and where to stay.

d. Possible fund raising projects.

4. Have students prepare an information booklet about the place(s) to be visited. Students with art talent can design an appropriate cover and illustrations to be included in the booklet.



5. Prepare a study guide of questions and/or activities to be completed on the trip.

6. The class can draw plans for fund raising projects. Various groups can be responsible for each fund raising activity.

7. Have students write letters to parents advertising the study trip and soliciting adult chaperons.

8. Organize the class into groups with an assigned chaperon. Each group can list bus, car, train assignment, items needed, etc.

MEMORIES

M oments etched
E ternally in
M y mind.
O ld faces and places
R membered in kind
I ncredibly able to
E ndure any
S pan of distance and time

Bob Hombach
Mannheim High School
Germany

TOPICS:

VI. Host nation sports in regional/international competitions
   A. International competition
   B. Sports personalities
   C. Host nation sports

Chi Hyan Binic
Seoul American High School
Korea

OBJECTIVES:

- Identify sports in the host nation that are played in other regions or countries.
- Discuss role of sports in international relations.
- Name the best known host nation sport people.
- Explain the rules of a typical host nation sport.
- Read names of sports in the host nation language.
- Assist in organizing a sport exchange with a partner school (see appendix).
- Write names of sports in the host nation language.

ACTIVITIES:

1. Study the sport pages of local newspapers or selected sport magazines to become acquainted with popular sports of the host nation. Make a listing of those sports that are played in other countries. Discuss and note any differences in the local rules of the game as compared to international rules.

2. Attend a host nation professional or semi-professional sporting event. Take notes about the type of dress worn by most spectators, their reaction to different game situations, the architecture of the sport complex, and the type and amount of food and drinks consumed. Upon returning to the classroom discuss the notes taken and compare and/or contrast with a professional sporting event in the United States.

3. Make a bulletin board which depicts host nation sports. This may be done with free-hand drawings or taking pictures from newspapers or magazines. Use a world map to identify host nation sports in other countries.

4. Investigate the history of the host nation participation in Olympic games. Following is a suggested guide:

   a. Has the host nation ever hosted the games?
   b. When and where did the host nation host the games?
   c. What building projects were undertaken to prepare for the games?
   d. Did any historical events, either in sports or international affairs occur?
   e. What lasting effect did the games have upon the host nation?
   f. Did the country win any medals when hosting the games?

5. Discuss the host nation participation and placement in the Pan American Games, international soccer and tennis tournaments, little league baseball, professional boxing, chess tournaments, motorcycling and automobile racing or other sporting contests.

6. Research the lives of host nation sport personalities who became world known because of their performance with U.S. teams.

7. View a videotape of an international sport in which the host nation is competing. Note national symbols, songs, or unique features characteristic of participating teams.

8. Study the sport pages of the newspapers or magazines to become acquainted with popular host nation sports personalities. Make a booklet or scrap book with pictures and a short biography of each sport celebrity.

9. Collect autographs of famous sports' personalities. This can be done by writing personally to them, attending games, and getting the autographs or finding autographed pictures in magazines.

WHERE THE SEA MEETS THE SHORE

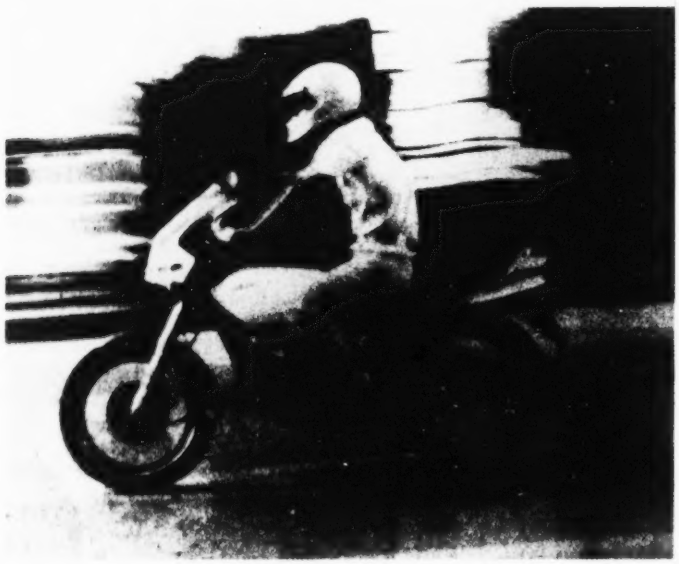
Jonathan Miller
Kadena High School
Okinawa

Where the sea meets the shore.
The waves crash upon the rocks and sand.
The birds fly gracefully overhead
And dive among the surf for food.
The wind blows the clouds across the sky
And the sand across the shore.
This is nature at its best,
pleasant
undisturbed
unharmed
Where the sea meets the shore.

TOPICS:

VII. Host nation ecological problems in today's world
- A. Laws regulating pollution in today's world
- B. Ecological issues in the host nation
- C. Host nation and world ecological change
- D. Impact of ecological change
- E. Possible solutions to ecological problems

Hiroshi Burnett
Kubasaki High School
Okinawa



OBJECTIVES:

- o Demonstrate concern for the welfare of the host nation.
- o Join in events directed towards helping preserve the host nation environment.
- o Identify important ecological issues in the host nation.
- o Discuss common ecological problems in other countries.
- o Identify causes/reasons for the ecological problems.
- o Describe impact of ecological damages/changes.
- o Describe possible solutions to ecological problems.
- o Explain consequences of ecological changes in the near future.
- o Discuss possible solutions from the individual and from the government point of view.
- o Use themes from the host nation environment to illustrate ecological concerns.
- o Use phrases in the host nation language relevant to ecological topics.
- o Write common vocabulary related to ecological issues.

ACTIVITIES:

1. Research the laws regulating pollution and waste in the host nation country.

2. Investigate a local natural resource. Then visit an agency or area which has as its purpose the conservation of resources. It might be a forest area to study the forestry service, water treatment or sewage treatment plant, reservoir, fish hatchery, beach area, recycling plant or energy plant. Students should find out what the process is attempting to achieve, the types of jobs done, special equipment and skills required, number of workers, and benefits to everyone living in the host nation.

3. Sponsor a clean-up campaign within the American community or visit a recreational area in the host nation community with the prime goal of cleaning up.

4. Plant a tree or several trees near the school or on the military base. Make a plaque indicating the name of the tree in both languages.

5. Plant flowers or shrubs to beautify the landscape of the school area. Learn the names of flowers in both languages.

6. Look for evidence of pollution in the immediate surroundings. Check for industrial waste, unpleasant odors, traffic exhaust in the area, etc. Identify the damages caused by pollution to human beings, nature, buildings, resources.

7. Visit a nearby lake, river, canal, stream, or sea and test water for pollution. If pollution is evident investigate the causes, its effects on life, and attempts to solve the problem.

8. Check for evidence of land pollution through thoughtless garbage disposal and waste dumps. Trace the garbage from trash can to garbage disposal sites. What happens at the site? Is waste recycled?

9. Check on noise levels and types as well as on the frequency of traffic, machinery, planes, helicopters, trains, etc. Chart findings. Draw some conclusions.

10. Make posters using the host nation language and the English language calling attention to pollution problems in the community.

TOPICS:

VIII. Social interactions when living or visiting another country
- A. Participation in host nation holiday activities
- B. Study trips
- C. Host nation education
- D. Conduct and good manners

OBJECTIVES:

- o Recognize individual responsibility for success of an intercultural encounter.
- o Join in activities for celebrating a host nation holiday.
- o Demonstrate a positive attitude toward ethnic and racial differences.
- o Assist in planning for a study trip/overnight stay at a host nation site.
- o Identify similarities and differences in the educational system of the host nation and the American schools.
- o Demonstrate interest towards the host nation people by using words and phrases in the host nation language.
- o Practice reading songs and poems in the host nation language.
- o Memorize greetings and phrases commonly used for host nation holidays.
- o Use various arts and crafts for projects to share with people from the host nation.
- o Initiate written communication with peers from the host nation.
- o Demonstrate a responsibility for observing traffic signs and safety rules.
- o Demonstrate knowledge of courtesy and manners prevalent in the host nation.
- o Describe how positive interactions with people of a foreign country facilitates interactions when visiting other places.

ACTIVITIES:

1. Choose a special holiday season of the host nation. For most countries the Christmas season will be an excellent time for this activity. Have students design greeting cards worded in the host nation language. Visit a hospital, senior citizen home, orphanage, etc., and distribute the greetings to people confined in these institutions.

2. Plan a special program of host nation songs, poems, short stories, and/or dances which can be presented to children in a hospital, orphanage, or kindergarten.

3. Make or collect toys to be distributed to children, orphanage or kindergarten.

4. Make flowers, draw or paint pictures, make frames or other craft projects using the host nation themes. Visit a hospital or senior citizen home and distribute what has been made.

5. Plan a recreational activity with a partner school. This may include visits to a zoo, a park, a local tourist attraction, a swimming pool, a nature center, or any similar recreational facility.

6. Collect used clothes in good condition to distribute to orphanages.

7. Exchange letters with a host nation class.

8. Take a study trip to a host nation school and spend some time in a host nation classroom.

Laura Vysocky
Sembach Junior High School
Germany

9. Invite a host nation class to visit and participate in regular lessons or a special classroom activity.

10. Work with a teacher from the partner school to practice a patterned dialogue that students will use at the exchange.

11. Practice reading poems or singing songs in the host nation language to be shared with a partner school.

12. Discuss safety and traffic regulations before leaving on a study trip. Practice reading signs in the host nation language.

13. Review common rules of courtesy expected in the host nation community.

David Wang
Taegu American School
Korea

Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

Department of Defense Dependents Schools
(DoDDS)
2461 Eisenhower Avenue
Alexandria, Virginia 22331-1100